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ABSTRACT

This final report provides descriptive and evaluative information on a 2-year demonstration project conducted at Des Moines Area Community College, as well as the curriculum guides developed during the project to meet the English language and cultural adaptation needs of refugee adults and children using a family approach. Initial sections of the report provide historical background, a brief project overview, a summary of project outcomes, information on means of dissemination of the family approach concept, samples showing parent response to the program, and an overview of program administrative issues. The "Refugee Pre-School Curriculum Guide" for teachers is presented, which includes: (1) background information on pre-school second language learning, cultural differences, pre-school child development, and implications for teaching; (2) information of the outcomes of pre-school attendance; (3) suggestions on teaching methods related to fear, language arts, discipline, scheduling and routine, staffing, physical environment, and age and ability differences; (4) a three-level curriculum; (5) a list of books and games; and (6) references. Finally, the guide for teachers of adults is presented, which looks at the concept of teaching ESL in a whole-family setting; special considerations in teaching adult ESL students and particularly Southeast Asian adults; factors related to the instruction of non-literate adults; and the affects of the presence of the pre-school in conjunction with adult classes. In addition, this guide provides a checklist of concerns; information on the experience of loss and post-traumatic stress disorder, which are both common to political refugees; a chart of Westerners' preconceptions and stereotypes regarding Eastern culture. Operational plans for the adult and pre-school programs are included. (LAL)

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A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE

FINAL REPORT

A DEMONSTRATION PROJECT

CONDUCTED BY

DES MOINES AREA COMMUNITY COLLEGE

2006 Ankeny Blvd.

Ankeny, Iowa 50021

Bill Johnson, Project Director

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A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE

I. HISTORICAL BACKGROUND

The practice of providing ESL services to children simultaneously with their parents began shortly after Des Moines Area Community College began to provide ESL classes to Southeast Asian refugees in 1975.

Initially, it was a response to the presence of a sizeable and distracting number of children in the adult ESL classes. The children were being brought to the classes, because the parents were unable or unwilling to arrange for baby sitting, and more signficantly, because of the parents' expressed desire that their children also be taught English. Arranging instruction for the children in a separate room was seen as a way of providing child care, eliminating distraction, and satisfying the parents desire that their children also be helped.

The obvious value of combined services in terms of convenience and adult motivation, as well as the benefits to the children, led to continued efforts to provide combined adult-children programs in other locations in the DMACC District. As a result of this effort, and the collaborative support of schools, and other public and private organizations, combined programs were developed in Des Moines, Ames, Boone, Indianola, Pella, and Perry, Iowa.

Like most ESL programs in the early years of the refugee resettlement, these programs responded to emergency needs, and they were successful in meeting these needs. Although these early programs did serve to exemplify and reinforce the validity and practicality of the family approach, they were neither able, nor intended, to produce systematically developed and communicable models. The present project, however, was designed for this purpose.

A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE is a two-year demonstration project that was initiated in 1983. It evolved from the earlier efforts of ESL Instructor, Sally Greve, and Child Development Specialist, Jacqueline Zbaracki, to develop services for Southeast Asian adults and their pre-school-age children in Ames, Iowa. Initially, volunteer baby sitters were provided to enable parents to attend the ESL classes. The immediate recognition that the children needed language skills, and preparation for school, led to the employment of Dr. Zbaracki to provide pre-school ESL and other developmental activities. During these early stages, various approaches to the special problems of teaching pre-school ESL and the attendant problems of cultural adjustment for both parents and children were tested and developed to create a sound experience base for the formal project.

II OVERVIEW OF THE PROJECT

The project is based on the English language and cultural adaptation needs of refugee adults and children, and the recognition that these needs can be met more effectively and efficiently in a family approach. It also recognizes that many needs involving parent-child relationships can be addressed only in this setting.

The goals of the project are to develop a program model, to demonstrate the effectiveness of the approach, and concurrently, to develop teacher-training and

curriculum resources for the use of professional and volunteer practitioners.

The unique features of the program are the involvement of parents and children in the same setting, and the focus on the special needs of non-English-speaking children.

The students served in the Ames Project are Southeast Asian adults and their young children who are not enrolled in K-12 classes.

Classes are scheduled in two-hour sessions, three afternoons per week. Forty weeks of service are provided per year.

The program is housed in a converted elementary school building located in an Ames residential area. The facility provides two classrooms for adults, a pre-school activity room, and a crib room for infants.

The staff consists of two adult ESL teachers (one serving also as program coordinator), two pre-school teachers (one serving also as pre-school consultant), two pre-school aides, and one clean-up person.

Adult instruction is supported by local and federal Adult Basic Education funds. The pre-school component, as well as coordinating, consulting, and dissemination costs are supported by the 310 grant. Additional financial support for the pre-school program is provided by a local church.

The operational plan of the project is described in Appendix A

III. SUMMARY OF PROJECT OUTCOMES

The Whole Family Approach to Teaching English as a Second Language Project has demonstrated its effectiveness on several levels.

In terms of convenience, the need for child care was predictably met, transportation arrangements were simplified, and adult attendance was more regular. The level of adult attendance in the project averaged 31% higher than similar adult ESL classes without child care, based on comparisons of expected to actual attendance.

The developmental benefits to the children in language and adaptation were clearly demonstrated and are described in the Pre-School Teacher's Guide.

Adult progress in language development involves too many variables to be accurately compared, but there was a significant increase observed in the motivation and willingness of the parents to communicate. More frequent attendance did enable the parents to receive more instruction, and the elimination of anxiety or "fear," expressed by the parents, served noticeably to create a more comfortable learning climate. An additional and valuable benefit to the parents was learning to understand and participate in the educational experience of their children.

As an educational design, the family approach is still seen as an envolving and developing concept. It is an integrated approach in which adult and children's programs function together--not simply at the same time.

As the program progressed, it became increasingly apparent that a community structure was developing as a result of a network of interactions among parents, children, teachers, and the broader society represented by the staff. Within this community, adults are served as parents of the children, and children are served as children of the adults. The benefits are reciprocal, as learning experiences in language development, social and cultural adaption, orientation to American education, health concerns, etc. are shared. The benefits of such sharing would not be possible in separate programs. The family approach has demonstrated that the whole can be greater than the sum of the parts.

Substantial interest in the concept has been indicated by participants in the dissemination activities. The success we have had with Southeast Asians suggests that the model would be applicable to other language disadvantaged populations, and adaptable to other kinds of adult basic literacy programs.

At this time, there are several grant applications pending, which are intended to support replication of the program in other areas of the state.

IV. DISSEMINATION

Dissemination of the concept and the results of the project has been accomplished through the following activities.

Statewide Telenet for ABE Coordinators and child-development professionals.

Statewide Programmer's Workshop for ABE Coordinators and child-development professionals. (Des Moines)

Statewide Workshop for ESL adult and ESL pre-school teachers. (Des Moines)

Head Start Teachers Workshop. (Fremont, Nebr.)

Publication of Teachers Guides for pre-school ESL and adult ESL in a family program.

Presentations by project staff at local, state, regional, and national meetings and conferences.

Non-English Speaking Children in the Preschool Classroom
Iowa Association for the Education of Young Children
Cedar Falls, Iowa

A Whole-Family Approach to Teaching English as a Second Language
Area VII and VIII Refugee Conference
Kansas City, Missouri

Language Learning in the Preschool
Iowa State University English Faculty

ESL in the Preschool
International TESOL Convention
Houston, Texas

Learning English in the Preschool
National Head Start Convention
Kansas City, Missouri

The Public Library as an ESL Resource
Iowa Association for Lifelong Learning
Ames, Iowa

The Refugee English Program in Ames
Kiwanis Club of Ames - Town and Country
Ames, Iowa

A Whole-Family Approach to Teaching English as a Second Language
MIDTESOL
Columbia, Missouri

National Ethnicity Conference
Kansas City, Missouri

A Whole Family Approach to Teaching ESL
MVAEA Conference
Sioux Falls, South Dakota

A Whole Family Approach to Teaching ESL
IALL Conference
Des Moines, Iowa

A Whole Family Approach to Teaching ESL
Refugee Mental Health/ESL Conference
Des Moines, Iowa

A Videocassette of the children's program has been made by Iowa State University. It was made available to the project staff and has served a useful purpose in their presentations and workshops. It has been shown to ABE, ESL, Headstart, and Pre-School professionals, as well as staff of overseas refugee camp ESL programs and officials of D.O.E. and O.R.R. in Region VII/VIII.

In general, the program concept has been well received, and there is interest in attempting similar programs in other areas. Numerous requests have been received from other states and Canada for information about the project.

PARENT RESPONSE

An interviewer asked the parents some questions about the program. Generally, the parents felt that there were no cultural difficulties in having someone else take their children in a nearby room while they were in ESL classes. Several commented that they would have trouble finding someone to care for the children if the service were not provided. All said that they liked the activities the children were engaged in. They felt that the children were learning to read, and were learning how to be in a school group. Several commented on the positive attitude of the program. They felt that everybody learned more.

Specific quotations:

It helps kids to grow up American

Older children have trouble in reading. These children are able to learn in school when they grow up.

It's a comfortable, safe place for children.

I don't have money to pay a sitter. The children are safe here.

My children never had a sitter before. It's nice to be close and check on how they are doing.

Other places took my children away. I worried. Here I don't worry.

I'm not afraid because I know the teacher's heart is open to us.

I would tell my friend, "Come. It's good for the children, and you learn a lot. You make friends, and you will enjoy the classes."

V. ADMINISTRATIVE ISSUES

A decision to engage in a family education project requires consideration of several administrative issues, some of which are philosophical and are reflected in policy, and some of which are practical and stem from necessity.

COLLABORATION

Collaboration as a philosophical issue simply means the intent and willingness of an agency to form partnerships and share resources with other groups in order to accomplish a goal. As a practical issue it is an unavoidable necessity, because of the rarity of funding sources which can support both adult and child services.

EXTENDED INVOLVEMENT

The extent to which an agency is able and willing to extend its support and resources beyond its normal mission must be considered. As a philosophical issue it would appear to require a commitment to community service. As a practical issue, it would assume organizational flexibility and a recognition of the reciprocal benefits of interagency cooperation.

JUSTIFICATION

Agencies whose mission is to serve adults would certainly consider the benefits to adults as ESL students, but should also recognize the additional benefits of serving adults as parents.

Agencies whose mission is child development could, likewise, take into consideration the added benefits and effectiveness of involving the parents more directly, as well as the special needs of language disadvantaged children for language instruction.

Overall cost effectiveness would serve as justification for any and all involved agencies. The integrated approach and increased attendance produce more learning per dollar. Administrative and facility costs would be lower than those incurred in separate programs.

VI ORGANIZING ADULT-CHILD E.S.L. PROGRAMS

The primary purpose of providing for young children in conjunction with adult ESL classes is to remove some obstacles which many parents face in connection with those classes. One obstacle, transportation, is simplified because everyone in the family goes to the same place. Another, reliable long-term child care, is eliminated. since services which are coordinated with the class schedule are provided at the same site. A third, being confronted with separation from the support of other family members, is ameliorated because a family-

oriented program is more welcoming and reassuring. Lastly, child care services can be provided at minimum cost to financially distressed parents.

Physical Plant

Adult and child programs must be within the same building. This is mandatory, since pre-school children suffer intensely when they are involuntarily separated from their parents. Parents and children learn to feel confident in a school environment when they know that family members are nearby, and that they have access to each other if necessary.

Adult and child activities must be in separate areas, with as much sound control as possible. The purpose of separate activities is to create optimum conditions for learning. When family members can hear each other. their attention is drawn away from those learning activities.

Children's Needs

Special attention should be paid to providing for children. There must be appropriate toilet facilities, a diapering area for infants, and easily accessable hand washing facilities. The last is very important, for maximum disease control. Parents from non-Western cultures prefer that infants be in the same area as older children, not isolated in crib rooms. Cribs or other provisions for rest can be placed in one corner of a large room, along with one or two rocking chairs. A side benefit is that when little ones begin to wander around the room, they soon join in group activities, indicating that they have learned.

Supplies for children should include story books, arts and craft supplies, music resources which allow the children to participate, study toys, and instructional games. Donated clothing is very useful. Clean, dry clothing should be provided when a child has an "accident". Although mothers are asked to return borrowed items, some needy families may keep and use them, so a continuing flow of donations may be necessary. Jackets and sweaters for cool-weather outings are needed, since children may arrive without appropriate outerwear for the day. A word of caution about providing snacks--some ethnic groups cannot digest milk. Cheese or yogurt can be substituted. Ask about any cultural food limitations.

Staff for the children's program should be at the ratio of four or five children to one adult. Infants and very young children require physical contact as a necessary extention of normal cultural practices. There must be enough adults to accomplish this and conduct activities for other children. There should be one child development specialist as a teacher, who will be in charge of designing appropriate language activities such as stories, games, and singing. Aides should be able to lead small groups under the teacher's guidance. Their duties should be spelled out in job descriptions, as should the policies of the preschool. Those working in the pre-school should speak standard American English, in order to provide a linguistic base for children to use in elementary school.

Length of Program

A program for teaching ESL to young children must be carried out over an extended period of time. It can be shown that young children whose parents speak no English at home can learn to function close to age level in English in a six-hour-per-week program over a two to three year period. Parents who have literacy skills, and are diligent, can move from 0-level to functional in about the same length of time. Time requirements of language-intensive programs for children in other linguistic circumstances have not been explored.

Implications for Other Programs

The results of language-intensive activities for Southeast Asian children suggest that such activities can greatly benefit children in other language-disadvantaged circumstances. Any time that home conditions are such that non-standard English is spoken, children will not have the linguistic tools for dealing successfully with instructional materials in the schools.

Programs that could benefit from concurrent activities for children could be ABE, GED, or special-purpose groups for adults in areas where non-standard English is spoken.

Since it has been shown that Southeast Asian children can become functional in English and the parents' native language at the same time, Specialists who would visit day care programs for language-intensive activities could similarly prepare children in other language groups.

VII PRE-SCHOOL TEACHER'S GUIDE

A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE

REFUGEE PRE-SCHOOL CURRICULUM GUIDE

by Jacqueline Ulmen Zbaracki, Ph. D.

A DEMONSTRATION PROJECT

conducted by

DES MOINES AREA COMMUNITY COLLEGE

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Ankeny, Iowa 50021

Bill Johnson, Project Director

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REFUGEE PRESCHOOL CURRICULUM GUIDE

Introduction

This curriculum is an outgrowth of five years experience as Head Teacher in a refugee preschool. In January, 1980 the Des Moines Area Community College established a nursery school to operate in conjunction with its English as a Second Language (ESL) classes for refugees in Ames, Iowa. The primary purpose at this time was child care while parents attended English classes. As a child developmentalist with an interest in language acquisition, the experiential and research possibilities were exciting and challenging.

The initial program began with approximately 12 children of Hmong, Lao, Tai Dam, Cambodian, and Vietnamese background in regular attendance. Within 6 months the number had grown to 16 - 18, and by 1981 regular attendance was around 25 children. By 1983 numbers began tapering off as the large influx of refugees had passed and families moved to other parts of the country.

The following report summarizes current knowledge of early childhood second language acquisition, describes the development of the preschool for non-English speaking Southeast Asian children, presents test results illustrating English progress, and suggests methods and materials for early second language preschools.

Background Information

Preschool Second Language Learning

Preschool children learn a second language as they learn their first language and, as such, language is part of every activity. Both theory (McLaughlin, 1977; Macnamara, 1977) and practical research (Wong-Fillmore, 1983) on early second language learning stress the necessity of using the language and making it the means of communication. Considering the tasks of the child learning a language assures that the ESL methods will fit the needs. These tasks, naturally building one on another, are: 1) hear and distinguish sounds (that is, make sense of the surrounding noise); 2) build a dictionary of meanings; 3) put words together to form sentences or phrases; 4) communicate through the language.

Just as there are wide differences in how children learn their first language - some begin talking at eighteen months of age and some are almost three years old - there are wide differences in how children learn a second language (Wong-Fillmore, 1983). For both first and second language learning children understand the language before they begin to speak it, but some children are more sensitive to language and progress faster. Differences in social style also affect second language learning as some children are more sociable and communicative. Most children learning a second language go through some "silent" period at first (rather like an orientation period). Wong-Fillmore found the most effective language exposure for everyone regardless of individual differences, comes from teacher structured and adult oriented classrooms organized around language input.

Macnamara (1977) suggests teachers use the same strategies mothers

use to give children clues to meaning: talk about things present to the senses in the here and now, short simple sentences, exaggerated intonational patterns, much facial expression, support for attempts at communication, expansion of children's communication, and correction of points of fact but not language use. Grammar and correct usage rules develop nonconsciously as the child begins to communicate. Good language models and the opportunity to hear and participate with language are all that is necessary.

Children bring three abilities to the language learning situation: they can imitate (which means they have memory), they can interpret or understand (which also uses memory), and they can produce (using vocal and thought processes). The teacher's job is to involve the child in using these skills to distinguish the sounds of English, learn word meanings, and finally, to communicate in English.

Communication is a powerful drive. Preschool children learn the language necessary for communication and identify the language with the person. Language mixing occurs when the adults present mixed signals. The six hours a week preschool experience provides sufficient English exposure for children to begin to "crack the code" of English. Living in an English-speaking country assures that the environment, T.V., and schools, will provide the English necessary for continued language development. By stressing that parents speak only the native language to their children adult and preschool E.S.L. teachers assure that the child will be bilingual.

Cultural Differences

Erik Erikson, in his classic work Childhood and Society (1963), stresses that cultures use different child rearing methods to raise children who will fit their culture. Working with parents and children from a culture as different from American as is the Southeast Asian makes one realize that "normal" American child development may be very culture-bound. Because fear is a much greater problem in working with children of another race and culture, adjusting as much as possible to home practices builds greater acceptance and trust from children and parents. Whether the fear has a biological origin as a protective, self-preservation instinct or whether cultural differences produce the fear, it is present and a problem in establishing a nursery school. When teachers recognize fear and realize that crying may be fear related, they can better understand how to handle the children.

Infancy childrearing practices for Southeast Asians are different from American in approach to crying, feeding, sleeping, physical contact, use of toys, toilet training and group belonging. Southeast Asians do not allow babies to cry. Babies, parents, and older children all have an expectation of quiet, content babies which Americans must meet to build trust. It is difficult for American staff to put aside the belief a baby "just has to cry a while" but fulfilling the no-crying expectation is not only essential but possible if caretakers move at the first whimper, anticipate needs, and include the baby as part of the group. Southeast Asian babies are accustomed

to the psysical contact of being held (by an older child if not an adult) and to being part of the group. Whereas Americans give children toys or mobiles for comfort and stimulation, the Southeast Asian gives the child people. Personal reaction on realizing that mobiles substituted for people was guilt at the materialism being thrust on the children. On closer consideration one is aware these children enter American society and schools where independence and working independently are valued. Mobiles and toys can provide an interesting introduction to American culture as long as immediate attention to crying is also part of the care.

Most Southeast Asian mothers feed their babies - whether breast or bottle fed - at the child's first whimper. Small four ounce bottles are used for many months and mothers often bring two bottles for the baby for the two hour class period or come to nurse the baby during the break. Food is always available to babies to accept or reject.

American crib rooms are not always appropriate for Southeast Asian babies who remain with the group until they fall asleep and wake up to again be part of the group. One Hmong mother of seven became quite upset when she found her sleeping infant in the crib room. When she brought him back to class (after an absence of several weeks) she said in very broken English that her child should always be with the group- he would be frightened on waking alone. While other mothers are not quite as upset by the crib room custom, in time we abandoned the crib room and place sleeping babies in a sheltered corner of the large room unless the mother takes the lead in using the crib room.

As children move into the toddler stage Southeast Asians continue to make them part of the larger group. In the preschool situation this means they crawl among the older children or climb on the tables to sit in the heart of the action where older children are drawing, cutting, or doing some other table activity. Older children appear to enjoy the younger and help and protect them. Even when children are able to walk or crawl well they enjoy being held and will spend long periods sitting on the lap of an adult, especially it it is in the center of activity.

Southeast Asians put few demands on their toddler-age children. The children are treated as babies by indulgent adults who enjoy watching new abilities of the children and laugh good naturedly at demonstrations of immaturity. Cognitive development through toys and activities is not stressed - the child learns by observation and exposure to older children and adults. The "terrible two's," discipline problems, toilet training, and sibling rivalry appear to be

American problems. Toilet training provides a good example of the relaxed, indulgent approach. Children are two and sometimes three years old before mothers attempt training. Often the nursery school staff begins the process when the child wants to accompany older children to the bathroom.

The group exposure appears to produce preschool age Southeast Asian children who are social and cooperative in behavior. American nursery schools and kindergartens stress social development as a major need of the children but most Southeast Asian children have good social skills. Southeast Asian children need experience in the structured activities which are so much a part of American schools. Because they are accustomed to a great deal of freedom and indulgence, American authoritarianism can present problems. The relaxed permissiveness of adults in their culture can produce negative results as three and four year old children learn to manipulate adults by crying, pouting, and complaining. As teachers of these children the challenge lies in introducing the American activities as an alternative way of enjoying oneself and in obtaining the children's cooperation without a confrontation (which could result in temper tantrums, crying, pouting, or dislike of school). Direct discipline confrontations with a Southeast Asian three or four year old can cause chaos for the whole class.

In summary, cultural differences are present. Nursery school allows children and parents an early, gradual, and supportive introduction to American ways. Nursery schools can work together Southeast Asian and American practices to give children and parents a secure feeling about Americans and American ways.

Preschool Child Development

As important as a knowledge of cultural differences between American and Southeast Asian children is a knowledge of child development. When confronted by problem situations with non-English speaking children, reviewing what can be expected of a child at a particular age provides help. The range infant through kindergarten age children demands programs be tailored to individual children and their developmental level.

Development for infants is closely tied to sensory awareness and physical-motor abilities. An interesting environment which helps the child use the senses, gives opportunities for physical movement and stimulation, and provides human speech fills the developmental needs of all infants. Fine and gross motor development seem accelerated for Southeast Asian infants who hold up their heads, sit, crawl, and walk quite early. Infant speech development is relevant for first and second language learning. Infants attend to the sounds of speech at birth, coo at two to four months, babble at five to eight months, respond to simple commands about ten months, begin imitating sounds around eleven months, have a vocabulary of two to eight words about twelve months, continue to develop language, and about two years of age progress rapidly. The pace of this development clearly illustrates the importance of providing the child with language input. The refugee preschool experience suggests that with the minimal exposure of six hours a week children receive a base in English.

Attachment, normal and necessary in human development, is intensified in Southeast Asian infants and young children. Recognition and acceptance of this strong attachment allows greater understanding and sympathy

for children and parents. Filling their other developmental needs can distract children from their attachment needs. Sensory stimulation through toys, an interesting environment, soothing language, and physical contact help children attach to new caretakers. Because cognitively children are developing object permanence and object recognition, consistent preschool staff are important in building security.

During the toddler age children become mobile, develop motor control, and learn to communicate with language. Toddlers have great locomotor drive and by age three they are skilled and mobile in gross motor activities. Cognitively toddlers learn the properties of their environment - concepts such as size, shape, number, classification, comparisons, space, parts and wholes, volume, weight, length, temperature, and time. Attachment remains strong but again other developmental needs and attachments can gradually substitute for family for short periods of time.

Preschool children have well developed gross motor skills and are acquiring fine motor skills. Movement and activity are part of the preschool child's development. The preschool child learns through experiences involving perception, observation, imitation, application, and memory (which is the means for storing what has been learned). Attachment remains strong, but again stimulating activities and security in different situations substitute for the attachment figure for short periods of time.

Summary: Implications for Teaching

English as a Second Language

1. Hearing good language is essential for early learning.
   a. Development of word meanings and sounds comes from connecting language to the everyday world.
   b. Sounds, pronunciation, and grammar rules come from hearing the language. No special emphasis is necessary.
2. Communication fills basic needs such as: security, curiosity and interest, human interaction, enjoyment.
3. To assure maintenance of the native language and no language mix parents should be encouraged to speak only the native language to the children. The school situation should be in English so that each person is clearly identified as to language.
4. Activities which use language and directly involve the children motivate understanding, communication, and learning.
5. Discipline is best achieved by structuring situations and activities.
6. Picture books allow language to be transferred from utterance to books (or the language of the schools).
7. Total group activities work well with Southeast Asian children.
8. Adult oriented and teacher structured classes provide the most language exposure. Free play and pretend play may not fill ESL needs.

Cultural Differences

1. Intensified attachment demands special consideration in Southeast Asian/American situations.
2. Southeast Asian childrearing practices require quiet, content infants. Crying is prevented or children are returned to mother.
3. Closely clustered groups and physical contact are normal to Southeast Asian children.
4. Young children and infants remain near the total group.
5. Children assume caretaker roles for younger infants and children.
6. Discipline as such is not a practice because Southeast Asians treat young children indulgently.
7. Activities which help stimulate development and group belonging are used in place of authority or discipline.

Child Development

1. Staff consistency helps meet attachment and security needs of children.
2. Sensory stimulation provides learning and contentment with infants.
3. Exploring the environment physically and mentally provide learning and contentment for toddlers.
4. New experiences provide learning and stimulation for preschool children.

Results

The Peabody Picture Vocabulary Test (PPVT) is an easily administered and widely used test of children's intelligence and language ability. As used with these children it gives a fairly accurate picture of their ability in comparison to native English speaking American children. Scores on the test, administered as soon as children develop the necessary level of ability, illustrate that children progress at different rates, but that in the six hours a week all children do learn the second language. Children show eight stages in their progress toward English proficiency.

1. Orientation is a silent period when the child explores the room, overcomes fear if that is a problem, and begins to be comfortable and relaxed in the situation.
2. Listening is a silent period when the child recognizes the wider groups and activities in the room and will come to the fringes of the groups. The child appears to be absorbing the sights and sounds, but does not yet join the activities.
3. Joining the group is a period when the child becomes a part of the group although participation is limited to non-verbal or group repetition as in songs, finger plays, and books. The child comprehends some familiar activity vocabulary (such as sit down, bathroom, snack, outdoors).
4. Communication rises from the need of children to gain attention, express a want, share information, or in some way make others understand. The child understands enough English to want to communicate. This early communication often involves patterned language such as "I want...." or "I have...."
5. Comprehension and participation is a period when the child can

understand English well enough to fully participate in activities. Communication is continuing to develop, but is far behind comprehension. Most language is about activities immediately present.

6. Grammar competence means the child has a good grasp of English and is beginning to put the language together in original, grammatically correct sentences.

7. Conversational dialogue comes when children truly initiate conversation and communicate about events not in the here and now. Experiences at Head Start or kindergarten or family activities are common conversational subjects. At this stage children are near or at normal PPVT age equivalent.

8. Linguistic awareness is an advanced language ability with children five or six years old who recognize they do not understand a word and ask the meaning.

Table 1 illustrates the English progress of the children on the PPVT. Children within a year of the normal English ability appear to have little difficulty on entering Head Start or kindergarten and many make rapid progress at that point. Two children (numbers 5 and 11) werenot taught the home language and thus are not bilingual. Children who are bilingual score in the same range which seems to indicate learning two languages is not a handicap. Scores on two children who did not attend frequently (numbers 14 and 15) indicate that Head Start alone (even though Head Start is about 16 hours a week) does not bring the child near the normal English ability range.

Table 2 illustrates PPVT scores for children from the same family. Younger children move as fast or faster than older siblings although the older child may have additional exposure in kindergarten or Head Start.

REFUGEE PRESCHOOL PPVT SCORES

Child and sex	Time in program before Head Start	Peabody Picture Vocabulary Test Age Equivalent Scores		
		Entering Head Start (age 4)	After Head Start	During Kindergarten
		Yr. Mo.	Yr. Mo.	Yr. Mo.
1 F	8 mo.	2 - 5	3 - 6	5 - 0
2 M	5 mo.	2 - 1	4 - 2	5 - 10
3 M	1 yr.	2 - 6	4 - 3	5 - 10
4 M	2½ yr.	3 - 9	5 - 1	5 - 4
5 F*	1½ yr.	3 - 6	4 - 4	5 - 4
6 F	2 yr.	2 - 6	3 - 7	4 - 1
7 F	3 yr.	3 - 3	4 - 1	4 - 10
8 F	3½ yr.	3 - 6	(moved)	
9 M	3 yr.	3 - 4	(moved)	
10 M	1 yr.	2 - 4	4 - 0	4 - 6
11 M*	2½ yr.	3 - 11		
12 M	2 yr.	3 - 7		
13 M	2 yr.	3 - 9		
14 F**	1 mo.	(unknown)	3 - 1	
15 F**	1 mo.	(unknown)	2 - 3	

*Not bilingual.

**Sisters, youngest of 6 children, came to Ames in summer, 1981, when girls were 5 and 3 years old. Parents did not continue attending English classes. Ages 7 and 5 when tested.

PPVT Age Equivalent Scores - Sibling Pairs

Family and sex of child	Birth Date	Began Program	Test Date	PPVT Score Yr. Mo.	Grade Completed	Test Date	PPVT Score Yr. Mo.	Grade Completed
1a M	12/75	4/80	10/80	2 - 1	in Head S.	3/82	4 - 2	in K
1b M	73	4/80	10/80	2 - 3	in 1st.	3/82	4 - 6	K, 1
2a F	6/76	4/80	10/80	2 - 5	in Head S.	6/81	3 - 6	Head Start
2b F	73	4/80	11/80	2 - 10	in 1st	8/81	4 - 4	kindergarten
3a M	76	7/80	8/81	2 - 8	Head Start	3/83	4 - 5	K, in 1st
3b M	74	7/80	8/81	3 - 6	Kinder.	3/83	5 - 5	K, 1, in 2
4a M	78	8/81	7/82	2 - 10	-	11/83	3 - 0	in K*
4a M	76	8/81	7/82	2 - 6	K	11/83	4 - 3	K (repeated), in 1
5a F	79	9/82	10/82	2 - 6	-	4/83	3 - 9	-
5b M	77	9/82	10/82	3 - 11	in K	4/83	4 - 0	in K
6a M	8/80	9/82	7/84	3 - 9	-			
6b M	2/79	9/80	7/84	4 - 0	Head Start			

* Not cooperating with testing.
Note: Younger children are at normal age-grade level.

Introducing the second language before age five appears to be an advantage for language learning.

There are other less tangible but very important psychological and social results from the preschool. Mothers volunteer that their children enjoy coming to preschool and therefore the preschool becomes a good introduction to American institutions. Children's enthusiasm and their obvious ability in English become a motivation for parents to attend class. As children show progress adult attendance becomes more consistent. While parents represent many different Southeast Asian countries and groups, some of which were not friendly in Southeast Asia, with increased attendance a community begins to develop between the parents and they recognize more similarities than differences.

Consistent preschool staff become trusted by parents and are often used as a resource for problems dealing with the children or personal problems. American staff can recognize needs and concerns and help as advocate, confidant, teacher, and other needs of the refugees.

Methods

Fear

Teaching a preschool made up of children from another culture who have at least four different first languages and no English is challenging and stressful for teachers, children, and parents. Priorities establish themselves very quickly, the first of which is to communicate to children and parents that they need not be afraid. While American culture encourages independence and separation of child and parent, many other cultures, including the Southeast Asian, never separate young children from the family. Even though parents remain in the building, the physical proximity is lost and both parent and child are frightened. The child who moves comfortably into the English situation is the exception; for most children the transition is highly traumatic.

The first weeks of a preschool English as a Second Language (ESL) program can be expected to be physically and emotionally draining for children, parents, and staff. Calming frightened children is always difficult and a long term task. Age is not necessarily a determining factor in adjustment: the four-month-old infant often recognizes racial physical differences and is extremely frightened (stranger anxiety at the earliest), the two-year-old child realizes mother is leaving and wants to stay with mother, the four-year-old Southeast Asain child is accustomed to permissiveness from parents and is not only attached, but has learned how to manipulate the parents. Time is the only real cure for this fear but there are stages and helpful techniques in the process.

Stage 1. Children, new to the program, are very frightened and cry

incessantly. A child either wants to be held or won't let anyone near. Only trial and error tell which! Because children quickly form attachments which help build security it is important to assign one or two permanent staff members to assume primary care of each child. Since Southeast Asian parents do not allow infants and young children to cry, the sound of a child's crying upsets the adults and the other children. Experience shows that, unlike American children, the Southeast Asian child will not give up and adjust, but cries and sobs until exhausted. Even if sleep comes as relief after a short nap the crying resumes.

Returning the child to mother to calm before crying is uncontrollable (with words to the effect "He/she wants you") proves the best solution- mother knows we don't want the child to cry or be unhappy, we are assuring her we are not taking the child (the child is indeed hers), and the child eventually learns mother is still available. Often the only time the "don't touch me" type child can be held is when going back to mother. Even with no English comprehension children understand "Shall we go find Mother? Let's go to Mother."

Techniques to help child, teacher, and parent include:

a. Try not to allow the child to become upset; act at the first whimper.

b. Hold the child if he/she will allow it.

c. To prevent teacher stress but still allow attachment assign two permanent staff members to a child. After about 15 minutes one relieves the other.

d. Take the child back to mother before he/she becomes frantic or after about ½ hour of steady crying. Ask mother to return the child when calmed.

e. The sound of the human voice is very calming and the name is a familiar sound.

f. Sing to the child or have group singing where all gather in a circle, the child on the attachment teacher's lap.

g. Try to interest the child in toys or activities while staying near other familiar children.

h. Hold the child facing away from you and toward the toys or activities.

i. Sit on the floor, the child on your lap, and play with toys.

j. Walk, explore, bounce the child in your arms. Southeast Asians use arm motion in calming their children. Watch family members hold the child and try to imitate their movements.

k. Offer food - a cracker or bottle or whatever mother brought for the child. Southeast Asians often use food as a pacifier for children.

l. For children over one year of age who have been to class a number of times, want to be held, but still cry incessantly an S_R technique sometimes works. Put the child down when crying - the crying will accelerate. Hold out your arms and again pick up the child, making soothing sounds. The child is only down momentarily, but sometimes after three or four times the child recognizes security and begins to calm.

Stage II. The child is attached to one or two teachers, interested in the group activities, and comfortable in the room once the initial break is made (if not tired). Consistency and repetition are the techniques for this group, including : a) Consistent staff on whom the child and parents can rely and trust. These children revert to stage I very quickly so it is important to maintain calm and prevent problems. Any crying child or a stranger in the room is upsetting. b) A familiar

and dependable daily schedule provides security to the child. c. A program of rather structured, fun activities fosters security as the child knows what to expect and relaxes. Repetition of familiar activities with one or two new books, games, or finger plays provides a good balance but activities must relate to the attention span and interests of the children. Group activities are especially effective because the children enjoy being together.

Stage III. These children are secure and affectionate and enjoy the preschool and its many activities. They like and demand physical contact in a pleasantly affectionate manner. However, even at this stage new Americans in the room, illness, and other factors can cause reversion to fear behaviors.

Language Arts

For most American preschools language arts are part of a wider curriculum where the main goal may be social or cognitive development. When teaching non-English speaking children from another culture breaking down the barriers to cummunication is the main goal. The directive given to the first staff and still given to new staff is "Talk to the children" and "Use the child's name." Children must hear the language to learn, and because the name of the child is a familiar sound it serves as an attention getter as well as calming and reassuring the child.

Research on first language learning has shown that adults adapt their language to the ability of the child by speaking in short, simple sentences about the world around, naming objects, expanding on any child utterances, and correcting facts but not language usage. The same phenomena occurs with adults working with non-English speaking young children. A staff member sitting on the floor in the midst of preschool children, a baby on her lap, and surrounded by interesting toys teaches English as she connects language flow to the toys and activities. "Blocks. Hay Lee is building with the blocks. Red. That's a red block. Green. That's a green block. Oh, look at the little horse. Horse. This is a cow. Cow. What does the cow say? Moo. Moo." Often the child will repeat words after the teacher, reinforcing both teacher and child! The same language patter connects all activities. "Let's go to the bathroom. Hay Lee, did you go to the bathroom? Let's wash your hands, Hay Lee. Cold. The water is cold. Do you want a towel? Let's wipe your hands. Hay Lee has a towel."

At snack time the patter continues. "Let's have snack now. We're going to have apples. Apples. Can you sit down, Siyang? (Siyang is placed on a chair.) Sit down." With repeated exposures to the same routines communication begins. A child sits down alone, another says "cold" as she puts her hands under the water. One day a little boy standing by the door announced, "I want outdoors," - his first English and a shock to the teachers. A little girl pointed to her dress and said, "I have flowers." Patterned language such as "I want ___," and "I have ___" is common first communication.

Songs and finger plays are early language learning devices. Tired children and teachers mean the last 15 - 20 minutes of class are a problem time. Children may begin crying when they are tired and returing to crying children upsets mothers. Songs have a calming effect on even the very young child (often the infants fall asleep) so the last 15 to 20 minutes are routinely given to songs, finger plays and books. Children are participating (or at least listening) to English, the room is calm and relaxed, and children are content when parents return.

Again, progress seems to come in steps or stages and the children inform us when they are ready to move on by becoming restless. As they become familiar with the routines and toys more activities are possible. Simple children's picture books, especially singing books are ideal preschool language arts materials. Simple arts and crafts experiences and play dough offer variety and opportunities for other new language. Except for the infants and very young children activities involve the total group (a successful technique with the group oriented Southeast Asian children) which assures language exposure for all children.

As English comprehension increases the third and longest stage for teaching ESL emerges. Free play time is decreased and children move into playing structured games in English. Versions of Lotto and Memory as well as less familiar simple games are popular. These games help build vocabulary as well as give the child a feeling of confidence that it is possible to understand and communicate in English. Emphasis on participation books allows book and song time to increase. Increasing the difficulty of the games and books and devoting more time to them adjusts the curriculum. Sacrificing play time and art activities provides language time. Alternating participation books, singing, and simple stories maintains interest so the two reading periods give children a total structured language exposure of about 45 minutes each class day. Children's books are valuable language tools because they are interesting and allow repetition of good language in exactly the same words. Children are content with the languaging activities because they are fun and challenging with much variety.

After children become comfortable with the routine, the books, and games it is possible to split them into ability groups to increase and prod their abilities. Games vary greatly in difficulty and while beginners and young children need the very simple games children who are also in Head Start or kindergarten are capable of more advanced activities. Slates, markers, and other novelties for writing provide useful variety and reinforcement language activities.

Increased language ability allows more variety and stimulation from books. Props can be introduced to better illustrate a book. Children enjoy manipulating the props and acting out the books as means

of participation. With Southeast Asian children group acting is often more successful than singling out individuals.

When children come closer to their normal four or five-year-old English ability the almost total emphasis on language arts is less challenging. Again, children indicate their readiness for more stimulation by becoming restless. At this point the normal preschool new experiences and activities approach is very successful and children learn language in new contexts. Stimulation and activities which proved disruptive earlier now serve the desired educational purpose. While the specifically language activities continue, a variety of new experiences maintain the interest of the children and prepare them for the American school system.

Discipline

In discipline as in overcoming fear and teaching ESL the situation establishes ground rules. First, because fear is a major problem any discipline must not produce fear or anxiety; second, because infants and young children must not cry the discipline cannot result in crying; and third, because by age three or four Southeast Asian children learn that crying and pouting are excellent means of manipulating adults it is best to avoid confrontations. The challenge is to get children who understand little or no English to cooperate without crying or pouting with the routines and rules of a nursery school group.

Four basic principles meet the challenge:

1. Use attachment to advantage.
2. Prevent trouble by designing the environment.
   a. Does it fit the age and stage of the children?
   b. Does it fit the teachers as individuals?
   c. Is the structure appropriate?
3. Anticipate problems.
4. Know the children and the individual personalities to avoid confrontations.

Attachment is not only a means of overcoming fear, but also a means of working with discipline. Children who see a teacher as comfortable, secure, and meeting their needs feel that teacher likes them. In turn the children like and want to please the teacher. Until attachment is established designing the environment, distraction, anticipation, removal of the problem, and structuring the situation are effective methods. When discipline is necessary (there are unavoidable occasions) the person to whom the child is most attached or with the longest relationship

with the child does the disciplining. The method is simply to end the undesirable behavior with no punishment attached. New staff never discipline.

The core of most discipline situations is the cause of the need for discipline. As mentioned earlier, when the children are ready for a new approach or more challenge they become restless and inattentive. This is the time to pull back and look at the situation. Child Development literature reveals three or four-year-olds haven't much reasoning power, have a short attention span, and are in constant motion. A room full of noisy, squirming children makes it difficult to apply this knowledge. In talking to a group of day care providers someone asked what I would do if I was reading a book and the children became restless. I said I'd quit. Another asked, "What if half were still interested?" I said I'd rush it to the end - skip pages, skip lines, hurry and change activities. The reasoning? Children normally like a well read book. I know I read well. If the children are restless it either means they are tired of sitting or for some reason distracted. Whatever, knowledge of children says stop and do something else. Return to books later. The problem belongs to the teacher, not the children. The situation does not suit the children at this time.

Staff as individuals are a major consideration in designing the environment as each teacher has talents and faults. One person may read well, another sing; one may be good at games, another at art activities. Assigning the job to the best person assures a more interesting and better quality program. The same is true with faults. One person may have a temper, another become distracted with

disorganization; one may be too stoic, another too active. When teachers become aware of the talents and faults of their colleagues and adjust accordingly, programs run better.

The structure of the environment can cause or present problems. Putting away toys before attempting a new activity eliminates many problems. Often children prefer sitting on the floor rather than on chairs. Going for a walk demands the strongest attachment teacher take care of problem children. By anticipating problems and designing the environment with the children, teachers, and possible problems clearly in mind discipline situations do not occur.

The fourth principle is know the children to avoid confrontation. Southeast Asian children can be stubborn and crossing them causes problems. Knowing a child responds in a certain nammer produces caution and consideration on the part of the teacher. Can the child go to the bathroom right now (many Southeast Asian boys do need to urinate frequently)? Does it really matter if the child writes on the blackboard or takes a stuffed animal home? American teachers often worry about fairness. Children seem to recognize another child's need at the moment without considering fairness.

These are four simple, rather overlapping principles that do work. During one of the smooth periods a teacher in our preschool said, "But we don't have any discipline problems!"

Scheduling and Routines

Scheduling and routines are important in planning any early childhood program as they help maintain the interest of the children and foster security in strange situations. The goal is appropriate, enjoyable, and varied participatory activities which keep children totally involved. Directing and holding the attention and energies of children in a happy, pleasant situation maximizes learning and comfort. A schedule which includes many involvement activities, each for short periods of time, and repeated often as part of the daily or weekly routine is effective.

Allowing for the unexpected is necessary in any early childhood program, but especially in a refugee program. Children may arrive 15 minutes early or 30 minutes late, but whenever they arrive immediately involving the children in the activities of the day is essential for obtaining and maintaining interest. Typically free play activities meet the needs of varied arrival time, but the different culture and language situation also require immediate teacher involvement with each child.

Because structured activities assure language exposure for all children there are few free choice activities for children three years and older. With a program which lasts only two to two and one-half hours variety in activities maintains interest so children move eagerly from one activity to the next. If the structure appears too tight for some children (for example those also in half day Head Start) there are activities with more freedom.

Daily routine includes free play; games; books, songs, and finger plays; bathroom; snack; large motor activity; art, cutting, or coloring

activities; books, songs, and finger plays again. While these general activities are repeated daily, the actual schedule can vary by the time the program has been in existence. Sample lesson plans for early and advanced programs giving examples of time allotments are presented in the curriculum section.

Obviously all activities are scheduled for student involvement and the language activites are predominant. Activities become more structured by the third year. However, children who remain in the program longer than three years (who have good English abilities by this time) again progress and work well in a less structured environment. The tight structure appears most important for children of limited ability who are comfortable in the situation. This need for structure remains until English ability is near the normal age norm.

Staffing

Staffing a new program is difficult. The most important quality in volunteer or permanent staff is an ability to understand the fear and uncertainty of adults and children, react patiently, and find new solutions to the many problems of refugee resettlement.

Permanent staff. Adequate care for infants and young children demands a ratio of one staff member to four or five children. The head teacher needs child development training to provide background knowledge of theory and materials but other staff can come from many backgrounds. Experienced mothers and sponsors work well because they know children and/or refugee problems. If applicants spend a day in the situation as participatory observers they gain a realistic appraisal of the crying, fear, and general disorder of a new program for non-English speaking children. A stable staff is essential for establishing trust and security. Two of the Ames staff have been with the program for over four years. Paying staff increases commitment, responsibility and stability. Classes during the normal school day allow mothers of school age children to work in the Ames program.

Staff members representing a wide age range give children experience with a diverse group of Americans. Because Southeast Asians respect age older staff are effective. In the Ames program a staff member in her sixties acted as confidant for refugee families.

All staff deal with all children but assigning specific responsibilities - baby person, kindergarten group, toddler group - allows applicants who may not want a general preschool position to feel comfortable and qualified. The Ames program hired a very competent older woman by advertising for a baby person. A former first grade teacher works with the kindergarteners.

Volunteers. To increase English exposure and help maintain the one to five ratio volunteers are encouraged. Possibilities include scout troups looking for service projects, college students doing practicum experiences, sponsors, and any interested native American English speacers. Classes from a local grade school visit the Ames program, play with the children, donate supplies, and in other ways help. As a program becomes known more volunteers are available.

Physical Environment

People and activities are more important than physical facility for early ESL programs. The toys and equipment considered necessary for American preschools are unknown to refugee children and elaborately equipped rooms distract from language activities. For children three, four , and five-years-old basic toys such as Legos, Bristle Blocks, kindergarten blocks, a simple train, a set of miniature animals, play dough, and puzzles provide play diversion. Language arts activities require books, games, scissors, paper, magazines, crayons and so forth.

The "infant corner" is a napping and play area for babies. The Ames program has a large, round, carpeted, raised platform in one corner of the room but carpet with large pillows would serve as well. Holding infants is common but toys, (rattles, mobilies, teething rings, a stacking ring, and snap blocks) are helpful by one year of age. Easy books, puzzles, and simple home-made games work with two-year-olds.

Furniture need is minimal - low tables, chairs for teachers and children, and rocking chairs. Southeast Asian children, accustomed to physical contact, make rocking chairs invaluable aids in comforting children.

Bulletin boards provide language opportunities for children if teachers connect language to the pictures displayed. Pictures can also be taped to the wall or cabinets to be removed when necessary.

The main criteria in designing the physical environment for refugee preschool ESL classes is that the enviornment itself is not so interesting that it distracts from listening to language. Putting away toys and activities during game time, book time, and song time helps children concentrate on the language activity at hand. Materials to stimulate language are necessary. Providing enough stimulation to maximize language while considering individual differences in children challenges a staff!

Age and Ability Differences

Preschool children learning ESL benefit from the earliest possible exposure. Infants attend to speech directed to them. As early as 3 months of age the infant recognizes and attends to the familiar sounds of the first language but ignores the unfamiliar sounds of English. By 9 or 10 months children respond when English speaking caretakers with whom they are comfortable point out objects and verbalize the name and perhaps sound (one little boy "mooed" at the cow picture).

By 18 months to 2 years of age children respond to English requests and statements. Some children begin to speak English in addition to their first language but others obviously comprehend or understand without speaking. Individual differences in learning ability and speed are apparent at all ages. Around age 2½ to 3 years children progress through somewhat the stages mentioned under Results (page 12). A child who has been in the program since infancy naturally achieves the orientation and listening stages; joining the group, communication, and comprehension and participation follow. Individual differences arise in whether vocabulary development or grammatical ability progress faster. By the time children are in Head Start (age 4) and certainly by kindergarten (age 5) real conversations are possible and children share their new experiences. A 5 or 6-year-old becomes aware words have meanings and questions unknown words.

A detailed record of the English as a second language learning of a Korean brother and sister, 4 and 6-years-old, shows the 4-year-old to learn English faster, with less first language interference than his 6-year-old sister. Nursery school results illustrate the same phenomena

(Results, p. 15). Younger children are very aware of sounds and communication, learn quickly with less exposure to English, and show little carry over from the first language.

While varying greatly in the amount and rate of progress, all children who attend regularly enter Head Start and public schools approaching normal English proficiency.

Curriculum

Curriculum goals, teaching methods, and materials change as children become accustomed to the situation and develop English skills. Although children may spend as little time as a few months or as long as four years in the program (this guide develops a three-year program) at times all levels operate simultaneously in order to accommodate new children and those who have been in the program for several years. The curriculum presents goals, language stages, methods, and sample materials for each level.

Level 1

Four main goals are appropriate:

1. overcome fear,
2. listen to English,
3. begin participation,
4. establish routines.

The same goals apply for older children and infant care. Fear is overcome as infants recognize the staff people who care for them and respond to their vocalizations. Infant participation involves playing with toys or watching the group, usually from the caretaker's arms. As staff and infant become accustomed to each other the infant establishes a pattern or routine the caretaker recognizes. For example, after a short orientation period for caretaker and infant, a pattern such as watching a mobile or playing with toys, wanting to be held near the larger group, becoming tired and restless and needing a bottle, being rocked to sleep, napping for a time, sitting on a caretaker's lap and watching the group or playing with toys.

For older children this level progresses in stages: 1) orientation and overcoming fear; 2) listening and attending to words which are

becoming familiar; 3) joining the group for activities without much verbal communication; 4) simple verbal communication expressing needs, participating in songs or books, or seeking attention.

Methods for this level allow the child to set the pace. For a month or more the child explores the room and toys with little restriction besides safety. Including the child in routines such as toileting, snack time, outdoors, etc. sets a base for eventual participation. At these times a permanent staff member leads or carries the child, thus establishing a security figure. As the surroundings become familiar the child turns the exploration to the wider group of children and begins to listen and absorb information from the total class activity. When the group and their activities become more interesting than the physical environment the child joins the group, and communication of some form soon begins. Enjoyable group activities where other children are having a good time attract and hold new children to the total group and promote communication. Restless children mean the activities need adjustment.

Materials at this stage include toys such as Legos, Bristle Blocks, toy trains, simple songs (especially with accompanying actions, very simple picture books which allow listener actions and participation, simple art or craft activities (cutting, pasting, coloring, and the like). Introducing new activities and materials gradually and repeating them before deciding the effectiveness helps these children who respond with uncertainity and cautiously to anything new.

A typical lesson plan for children at this level could be as follows:

1:00 Free play - blocks

1:15 Puzzles, Memory games (older children)

1:30 Cut pictures from magazines - specific object, clothing such as shirts - paste on paper.

1:45 Singing game London Bridge, Farmer in the Dell, or Here We Go Round the Mulberry Bush.

1:50 Books and songs

Song - My Head, My Shoulders, My Knees, My Toes
Books - How Do I Put It On? Emphasize shirt carryover from cutting.
Hand, Hand, Fingers, Thumb Coffee can drums

2:00 Bathroom and wash hands

2:10 Snack

2:20 Outdoors or Drop the Duck indoors

2:35 Playdough

2:55 Books and songs

Song - The Wheels on the Bus

There's a Little White Duck

Book - Go Tell Aunt Rhody (singing picture book)

Level 2

Being able to comprehend and communicate in English allows three new curriculum goals for children:

1. greater participation in activities conducted in English,
2. attention to spoken English,
3. interest in languaging activities.

These goals place responsibility on the teacher to plan interesting, enjoyable and fun language activities for the children. Language development stages of the children include: 1) continuing and increasing communication, comprehending most English in the situation, and 3) beginning mastery of English grammar. Staff planning includes a variety of games, books, and activities conducted in English. Books are essential at this level as they are the means of increasing English ability beyond that which is necessary to operate in the preschool classroom. Vocabulary and syntax increase through having books which put pictures with words to establish meaning, tell a story which aids comprehension and increases interest, and have correct usage which can be repeated in exactly the same way each time a book is reread. The best of children's literature picture books appeal to children regardless of culture or native language and curriculum is built around these books. Because many of these children have uneducated parents seeing books as a source of pleasure is especially important. Books are read with little or no interruption for explanations unless lack of understanding is obvious. The book is repeated on successive days to help comprehension. The public library is the source of these "textbooks." Books are only purchased after they have proven to be staple favorites - budget would never allow the variety possible through using the library.

A typical lesson plan at this level would be as follows:

1:00 Free play

1:15 Small group games - children divided by age or ability

Easiest - Lotta-Edu-Cards
More complex - Simple Object Bingo
Challenging - Strawberry Shortcake, Step by Step Memory

1:35 Book, sons, finger play

My Head, My Shoulder, My Knees, My Toes (action song)
Popcorn (participation book)
Old McDonald (singing book)
Get Set, Go (easy book)
I'm Going on a Bear Hunt (participation book)
The Three Billy Goats Gruff (participation book)
Blue Sea (participation book)
Papa's Going to Buy Me a Mockingbird (singing book)

2:00 Bathroom

2:10 Snack - Make popcorn (air popper on floor) Relate to book.

2:15 Obstacle course - carryover from book, Get Set, Go or go outdoors.

2:30 Cut and paste magazine pictures of food for a party (relate to book Papa's Going to Buy Me a Mockingbird and the birthday party. Foods such as cake, cookies, ice cream are cut and the teacher pastes them on a large sheet on the bulletin board to make a collage of party foods.

2:40 Books, songs, finger play.

The Wheels on the Bus (song)
Mother, Mother, I Want Another (humorous participation book)
Ten Bears in My Bed (singing counting book)
Caps for Sale (participation book - act out monkeys)
Curious George (challenging book - for older children)
Witches Four (popular participation book)

Level 3

Goals for children at this level are:

1. School readiness,
2. Further development of language skills.

The stages of language development observed vary with individual differences and include: 1)comprehension and participation, 2) grammar competence, 3) conversational dialogue, and 4) linguistic awareness. As children reach the conversational dialogue level they are often also in kindergarten or Head Start. They enjoy sharing with the teachers what they have done, a song they have learned, information about a holiday, and other enthusiasms or concerns of the moment. Linguistic awareness, the final stage, comes when children begin asking the meaning of new or unknown words. By this time children are at or near their normal age equivalent on the Peabody Picture Vocabulary Test. Methods and materials for children at this level include emphasis on books for the same reasons mentioned under level 2, but also new and varied experiences. Like most American nursery schools the emphasis is on providing new experiences although language remains primary. Children, very relaxed in the situation, enjoy creative dramatics, cooking, art activities, extensions of books to other activities, nature walks, visitors, and other diversions. As in earlier planning vocabulary and activities are related for concrete reinforcement.

A typical lesson plan for this level follows:

1:00 Small group activities - children divided by ability

Toddlers - puzzles, blocks, flannel board stories, puppet songs

Three and four-year-olds - Free play for 10 - 15 minutes followed games such as Teddy Bear Bingo for youngest and Hi-Ho Cherry-O for four-year-olds.

Kindergarten group - varied activities - more difficult game such as Step by Step Memory, longer book such as Katy and the Big Snow, dot-to-dot picture or slates. Three or four activities for the period.

1:30 Bathroom

1:35 Books, songs, finger play

My Head, My Shoulders, My Knees, My Toes (signal song for group time)
Don't Forget the Bacon (humorous participation book)
The Pancake (show children sheaf of wheat, pull off grains, relate to book).
The Farmer in the Dell (singing book)
Good Night, Owl (counting book - animals)
Over in the Meadow (singing counting book - animals)
Just Like Daddy (fun book)

2:00 Snack - simple, as apples or fry small pancakes with butter and powdered sugar to carry through The Pancake book.

2:15 Duck, Duck, Goose game
The Farmer in the Dell (singing game)
Hokey Pokey (action song)

2:30 Cut snowflakes (carry through book for older children)

2:40 Books, songs, finger play

The Wheels on the Bus (signal song)
The Snowy Day (carry through book)
The Little Red Hen (wheat, baking follow-up)
Harriet Goes to the Circus (number concept dramatics)
Skip to My Lou (singing book)
Where's Al? (fun book)
Who Sank the Boat? (humorous book with miniature boat and animals for dramatization)

Materials

Following are a partial list of possible books and games which work well with limited English speaking refugee children. The solution to attention lies in keeping all children as involved as possible in the book or activity. These children prefer not to be singled out so actions which can be done with the total group are most effective. In the Ames' program best book success comes when the group gathers on the floor with all teachers participating.

Books and Games

Singing Books

Aliki	Go Tell Aunt Rhody
Frankland, David	Old McDonald
Hale, Sara Josepha	Mary Had a Little Lamb
Higgins	Papa's Going to Buy Me a Mockingbird
Langstaff, John	Oh, a Hunting We Will Go
Langstaff, John	Over in the Meadow
Mack, Stan	10 Bears in My Bed
Quackenbush, Robert	Skip to My Lou
Zuromskis, Diane	The Farmer in the Dell

Color Books (used with color song)

Martin, Bill, Jr.	Brown Bear, Brown Bear, What Do You See?
Pienkowski, Jan	Colors
Reiss, John J.	Colors
Reiss, John J.	Numbers

Creative Dramatics

Allen, Pamela	Who Sank the Boat?
Ginsburg, Mirra	Mushroom in the Rain
Gordon, Sharon	Maxwell Mouse
Gordon, Sharon	Surprise Party
Jewell, Nancy	ABC Cat
Siverlich, Sandra Strover	I'm Going on a Bear Hunt
Slobodkina, Esphyr	Caps for Sale
Tolstoy, Alexei	The Great Big Enormous Turnip

Creative Dramatics (continued)

Maestro, Betsy and Guilio	Harriet Goes to the Circus
Maestro, Betsy and Guilio	Where Is My Friend?
Watanabe, Shigeo	Get Set, Go

Books for Participation and Involvement (core books)

Asch, Frank	Just Like Daddy
Asch, Frank	Popcorn
Asch, Frank	Sand Cake
Ashbjornsen	The Three Billy Goats Gruff
Brown, Marc	Witches Four
Burton, Virginia Lee	Choo Choo
Burton, Virginia Lee	Katy and the Big Snow
Carle, Eric	The Very Hungry Caterpillar
Emberly, Barbara	Drummer Hoff
Flack, Marjorie	Ask Mr. Bear
Gackenbach, Dick	Binky Gets a Car
Galdone, Paul	The Little Red Hen
Ginsburg, Mirra	The Chick and the Duckling
Hillert, Margaret	The Three Little Pigs
Hutchins, Pat	Don't Forget the Bacon
Hutchings, Pat	Good Night, Owl
Kalan, Robert	Blue Sea
Kalan, Robert	Jump Frog, Jump
Keats, Ezra Jack	The Snowy Day
Maestro, Betsy and Guilio	Around the Clock with Harriet
Maris, Ron	Better Move on Frog
McCloskey, Robert	Lentil
McCloskey, Robert	Make Way for Ducklings
Peppe, Rodney	Odd One Out
Perkins, Al	Hand, Hand, Fingers Thumb
Polushkin, Maria	Mother, Mother, I Want Another
Polushkin, Maria and Maestro, Guilio	Who Said Meow?

Books for Participation and Involvement (continued)

Sendak, Maurice	Where the Wild Things Are
Seuss, Dr.	Mr. Brown Can Moo, Can You?
Shannon, George	Lizard's Song
Watanabe, Shigeo	How Do I Put It On?
Zacharius, Thomas and Wanda	But Where Is the Green Parrot?

Easy Books (to be alternated with core books - suggested authors and titles)
* For slightly older children, 4-5 yea

	Asch, Frank	Monkey Face
	Asch, Frank	Moon Cake
	Barton, Byron	Airport
	Barton, Byron	Where's Al?
*	Bememans, Ludwig	Madeline
	Berger, Terry & Kandell, Alice	Ben's ABC Day
	Brenner, Barbara & Ancona, George	Bodies
	Brenner, Barbara & Ancona, George	Faces
*	Burton, Virginia Lee	Mike Mulligan and His Steam Shovel
*	Carle, Eric	The Pancake
	Charlip, Remy	Fortunately
	Degan, Bruce	Jamberry
*	Duvoisin, Roger	Petunia
*	Flack, Marjorie & Wiese, Kurt	The Story of Ping
*	Galdone, Paul	The Gingerbread Boy
*	Galdone, Paul	Henny Penny
	Ginsburg, Mirra	Three Kittens
*	Hillert, Margaret	The Three Bears
	Hutchins, Pat	Changes, Changes
	Hutchins, Pat	1 Hunter
*	Kahl, Virginia	The Duchess Bakes a Cake
	Keats, Ezra Jack	Peter's Chair
	Kent, Jack	The Egg Book
	Kraus, Robert	Whose Mouse Are You?
	Krauss, Ruth	The Growing Story
	Lionnim Leo	Little Blue and Little Yellow
*	Mayer, Mercer	There's a Nightmare in My Closet
	Nakatona, Chiyoko	My Day on the Farm
	Nodset, Joan L.	Who Took the Farmer's Hat?
	Palazzo, Janet	What Makes the Weather?
*	Payne, Emmy	Katy No-Pocket
*	Rey, H. A. & Margaret	Curious George (all books)
	Rice, Sam	Sam Who Never Forgets
	Rojanhovsky, Fedor	Animals on the Farm
	Roy, Ron & Galdone, Paul	Three Ducks Went Wandering
*	Vipont, Elfrida & Briggs, Raymond	The Elephant and the Bad Baby
*	Waber, Bernard	Lyle, Lyle, Crocodile

	Core games	Manufacturer	Description
1 2	Memory, Original	Milton Bradley Co.	Matching objects. (Remove some cards)
1	Teddy Bear Bingo Candy Land Bingo	Milton Bradley Co.	Color recognition; matching red, blue, green, and yellow. Bingo concept.
1 2 3	Lotta-Edu-Cards Zoo The World about Us Farm ABC	Binney-Smith Crayola Crayons	Object recognition. Matching. Naming.
2	Simple Object Bingo	Whitman-Western Pub. Co.	Color matching and object recognition. Naming.
2 3	Hi-Ho! Cherry-O	Whitman-Western Pub.	Pick cherries from tree. Numbers 1-4.
1 2	Match a Shape	Sesame Street Game Western Pub. Co.	Shapes (circle, square, triangle, oval, octagon), Sesame Street characters.
2 3	Strawberry Shortcake - Game Basket	Parker Brothers	Bingo type game. 4 in box. Strawberry Shortcake and friends, fruits, numbers 1 and 2
2 3	Color and Shape Bingo	Trend Enterprises	Colors (green, brown, yellow, red, blue, orange, purple, pink); shapes (circle, triangle, square, rectangle).
3	Strawberry Shortcake in Big Apple City	Parker Brothers	Color recognition (red, blue, yellow, green, purple); numbers 1 and 2.
2 3	Picture Tri-Ominos	Pressman Toy Corp.	Matching objects and numbers 1 - 5.

	Variety Games		
3	Babar (King of the Elephants)	Parker Brothers	Matching pictures. Visual discrimination. Rules involved (more advances).
3	The Little Engine that Could	Parker Brothers	Based on book. Matching colors. Rules involved (more advanced
1 2 3	Christmas Bingo	Homemade	Bingo with Christmas objects.
1 2 3	Christmas Memory	Homemade	Memory game with Christmas objects.

1 - easiest, beginning games.
2 - slightly more complex games.
3 - for those who have been playing games and need more challenge.

	Variety Games	Manufacturer	Description
3	Memory, Animal Families	Milton Bradley Co.	Matching mother and baby animal
3	Egg-citement	Cadaco	Counting. Uses marbles. Rules. Takes coordination to open eggs (fine motor activity).
2	Ting-A-Ling Bing	Cadaco	Picture appears in cut-out. Each playing card has every picture.
2	Bingo (Toys)	Unknown	Spinner used to point to object. Each card has every picture. Visual discrimination for young child.
3	Bingo Alphabet Number	Homemade or purchased	Number and alphabet; bingo concept.
2 3	Playing cards		Numbers to 10. Various games possible. Rummy, highest card of suit take trick, any easy game. Numbers and matching.
3	Old Maid, etc.		Matching, counting, simple rules.
3	Smarty Farm	Leisure Learning	Visual discrimination.
3	Memory - Step by Step	Otto Maier Verhag Ravensburg W. Germany	Which comes first, second, third, fourth (last). Get pictures in order.
3	Fun Numbers	Ravensburger	Number lotto. Cards use numerals, dice, fingers, etc. to indicate number.
3	Cooti		Build a cootie by rolling dice numeral
1 2 3	Simon Says		Cards picturing various actions. Good for youngest and older.

1 - easiest, beginning games.
2 - slightly more complex games.
3 - for those who have been playing games and need more challenge.

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Cultural Differences Observed in Southeast Asian Refugees

Childrearing Practices

1. Children are seldom separated from mother or other family members.
2. Babies are not allowed to cry.
3. Food is always available to infants with small feedings often.
4. Babies and young children are held or carried much of the time.
5. Babies and children are part of the total group, not separated. Infants are not separated while they sleep.
6. Older children assume child care roles.
7. Young children are treated permissively and indulgently. Confrontations are avoided.

Characteristics of Children

1. Children are cooperative and social.
2. Children are group-oriented.
3. Competition is not valued.
4. Ownership is shared.
5. Children are respectful to elders, protective to younger children.
6. Younger children model, imitate, and respect older children.
7. Pouting is a common response in preschool children (3 - 6 years).

Cultural Characteristics

1. Group-oriented culture.
2. Family-oriented culture.
3. Respect for age.
4. Respect for teachers.
5. Medical practices differ.
6. Dietary differences.
7. Religious practices differ.
8. Definite societal roles.

VIII GUIDE FOR TEACHER'S OF ADULTS

A WHOLE FAMILY APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE

GUIDE FOR TEACHERS OF ADULTS

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TEACHING ESL IN A WHOLE-FAMILY SETTING

A Manual for Teachers of Adults

Introduction:

This manual is intended for teachers who are already trained in basic ESL teaching techniques. The purpose of it is to point out some of the special awareness the author has gained through experiences in the program, and through attending a number of state and regional workshops since 1975.*

Included topics are a brief statement of the program and the needs being met, aspects of teaching adults, refugees, and particularly Southeast Asians. Following the cultural notes are comments on teaching non-literate adults, a discussion of materials used in our program, special aspects of working in conjunction with a pre-school program, and a checklist of some topics which may have a direct bearing of the success of an adult ESL teaching program.

The program in Ames is held approximately forty weeks a year; on Mondays, Wednesdays, and Fridays from 1:00 to 3:00 P.M. Parents and children are at the same attendance site, although they are physically separated. The schedule closely follows the vacation schedule of the local public school system, except during the summer. The Ames school system has made special funds available for six weeks of ESL classes for K-6 children, scheduled in coordination with the DMACC Program.

Culturally, having a children's program at the time parents are in class is reassuring to all family memebers. Southeast Asians, like many other cultures, have far closer family relations than we do. Family members normally are not separated from each other in daily life, and prefer to be together to support each other in unfamiliar situations. Having separate programs in the same attendance center makes the family feel welcome, and allows a friendlier introduction to American schools. Parents can learn by experience and by demonstration whqt American cultural expectations are in regard to child rearing, hygiene, and various school situations.

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The children's ESL program meets a number of the parents' needs. Southeast Asians, particularly, do not easily allow others to take over the care and management of their young children. They need to learn how to adapt to our system in which such separation is not a cause for alarm or anxiety. Since parents do not tolerate conditions in which children may become upset or frightened, they are reassured to see that while the children are encouraged to adapt to the new place and faces, they are not allowed to be upset more than a few minutes. If the parents are needed to comfort the children, they are called out of class for a short time. A few minutes away from the classroom is far better than no attendance at all, and soon everyone becomes at ease in the school environment.

Because incidents arise which Southeast Asian parents don't deal with in the same ways as Americans, there are opportunities to share child-rearing philosophies. When health problems are evident in the children, teachers and parents have a natural opening to discuss what the expectations or methods are for resolving the problem. Parents learn when children should not be put into the classroom, when they need to take the child to a doctor, and how to tell the doctor about the problem. (The 2:00 PM break time is often used in this way.)

Parents are also delighted to see that their children are learning English, and will be able to enter an ordinary American classroom with confidence. This is contrary to the experience of older children who have had to struggle to learn English, and to learn what they are expected to do in an American school. They often have been placed in classrooms which are at their language level, but well below their level of maturity. Being treated as immature, inept, and perhaps as handicapped is a very serious blow to the identity of someone who has survived (so far) the trauma of being a refugee.

Those students who are enrolled in public schools during the regular school year have made rapid advancement during the summer session. Being part of a group rather than being singled out for special remediation seems to be effective. The same teachers they see during the year are the summer teachers, and the teachers have often remarked on the differnece our program makes.

TEACHING ADULT ESL STUDENTS

When we teach any group, regardless of age, we can be much more effective if we identify our students' characteristics and their needs. Let us begin by considering a general adult ESL student.

An adult ESL student is a person --

who expects to be treated as an adult in our culture

Who has established acceptable social habits in another culture, but probably needs to acquire an understanding of American-style social interaction.

who needs to know English for day-to-day living and probably for employment or academic advancement as well.

who may, as a parent, feel the need to learn English in order to monitor the appropriateness of the children's language, and to communicate with outside adults who are involved in the children's lives

who has established linguistic habits, and may have difficulty adapting to English.

Refugees are a special group of people. They left their home countries under duress, and probably did not plan to study another language. The principal motive for leaving was self-preservation, with the feeling that the problems of moving to another country could be dealt with better than the problems of remaining in a threatening situation. Those who were uneducated gave little thought to the idea that school would be necessary because of great differences in cultures and languages.

The problems that all refugees face are similar. Involuntary separation leads to feelings of loss, or of estrangement. Psychologically, a refugee would really prefer to have remained in the old country, but practically, such an option was not possible. Loss of communication in the former language means that there is a loss of the former culture, and therefore, a loss of personal identity. The refugees' self-esteem is further eroded if they are accompanied by children. Because youngsters assimilate language faster than adults, they become intercessors who have been entrusted with some control over the lives of those in the family. This is contrary to most cultures, and may be used as a way to break the normal patriarchal pattern of the family.

There are other problems which may affect refugees. Because work conditions are different here, a refugee probably can't earn a living as (s)he once did. Another trade must be learned, or more school may be required in order to "Americanize' previous training. On-the-job work habits and expectations may be so different that a refugee can offend an employer (or vice-versa) and therefore cause a termination unnecessarily.

Refugees are usually terribly disadvantaged in everyday situations simply because they aren't aware of how to conduct business transactions, deal with schools, communicate with a doctor, or otherwise take care of daily needs. They are sensitive to the fact that outsiders must be relied upon to help with things which they wish to do independently.

All of this means that a period of depression may become evident as the full weight of such problems imposes itself on the adult student. Sometimes the situation becomes so serious that the person looks physically unwell. Headaches and other ailments may become more frequent. A teacher who notices such conditions may wish to interact with the student, but be unsure of how to approach the problem. Imposing American standards of dealing with problems may only make the situation worse. One clearinghouse for advice and mental health resources is the Iowa Refugee Service Center in Des Moines. (In Iowa, telephone 1-800-362-2780.)

Experience in the Ames program has been that adult students expect to work with textbooks, and to learn to read and write. School is serious business during the class period, although independent assignments to be completed at home are not carried out very well. School is so serious that many of the song and game activities may be taken as insults rather than be appreciated as alternative learning modes. Obvious signs of disrespect, such as belching, have occurred in situations where the teacher was too fun-loving or breezy in the method of approaching the lessons. Attendance has sometimes dropped as a form of protest.

If you are working with a program that seeks to establish oral language without spending much time on reading and writing skills, you may be told that you are not teaching, or that students can't learn from you. Devise some ways to show students that they are learning, such as pretests and follow-ups. It should be made clear that the oral approach is considered to be the most immediately useful to them, and that reading and writing can be learned better after they have better oral skills.

One way in which you may feel a little insulted is when your students call you "teacher". As you remember, teachers enjoy places of honor in Southeast Asian cultures. Therefore, "teacher" is as respectful as calling a priest "father". Do not show displeasure, but gently remind the student of the way you prefer to be addressed. Better yet, accept it as the sign of respect that it is. The student will eventually learn the proper terms of address from the ESL materials. You may want to take time to point out that friends in this country show respect to the person by using the first name. Formal titles of status are reserved for less friendly or more formal situations, in which we are separating ourselves from one another psychologically. Students should be encouraged to ask what to call a person if they feel unsure of what to say, or cannot remember the name.

One of the most important aspects of being an ESL teacher is that you are a prominent model for American cultural attitudes. Most ESL materials provide interpersonal behavior models within the exercise topics. Language and culture are inseparable -- language is the reflection of culture. However, try to leave openings for your students to express their impressions of various situations and behaviors presented to them, and to question you about things they don't comprehend in their daily experiences.

Remember that your students may not know about our holidays. Be sure to at least talk about the symbols they see around them and to discuss what we do to celebrate the occasion. If you are able to take time, a great deal of cultural awareness can be imparted during a class party. When you also encourage your students to share the ways in which they observe the same concepts, you will probably be surprised to learn that we all have some way to mark most of the holiday themes, albeit in different ways at different times of the year. If you are unsure about information on our holidays, consult an encyclopedia or ask your local librarian. Your own enjoyment of the holiday will be enhanced.

Your students are probably trying very hard to be "Americans". They seem to feel that there is a magical point at which this happens. You can ease their anxieties about assimilation into our culture if you convey a few simple concepts. Thanksgiving is the ideal time to discuss the fact that everyone here, except the American Indians, came because of serious problems in the old country. There are many ethnic organizations: the Mayflower Society, Black American groups, German-American clubs, Sons of Norway, etc., etc. Remind them that we never really leave the old heritage, but simply find ways to blend the old culture with the new one.

TEACHING SOUTHEAST ASIAN ADULTS

Southeast Asians, regardless of ethnicity, have relatively similar experiences and expectations involving education. Those who were in areas heavily occupied by the French were generally educated in French under a system in which the teacher lectured, the student took notes, and questions were an affront to the teacher. The vocational schools taught only what was needed for job training, omitting extraneous academic skills and all extra curricular activities. Most lower class and rural people received no education, except for training in religion and other ethnic traditions. The latter was especially true outside the population centers, since the French did not establish schools in the countryside. Therefore, going to school is a great privilege for many Southeast Asians, and may be a source of fear because the student is overstepping the traditional status boundaries. It is easy to see that teachers need to help new students to learn how to function in an American classroom setting. Such skills as following instructions, taking notes, working individually, asking questions, and not being afraid of mistakes are the first things a teacher should address. If the student is not at ease, the ability to learn is seriously reduced.

In Southeast Asia a student was expected to be very respectful of the teacher, because teachers were especially important people who were of higher status than workers or businessmen. Respect, in most of the cultures, means that one dare not have eye contact with people of greater status than oneself. Status is so important that their languages contain a number of special pronouns to indicate "you" in various relationships such as man-woman, woman-man, different ages, or different classes. Fortunately, most new arrivals today have been coached to have eye contact with Americans, since we view the lack of it as shiftiness, dishonesty, or worse. However, students will still try to "hide" in their textbooks, and may need to be led into "heads-up" participation in class activities.

Another source of cultural misunderstandings is the smile. May Southeast Asians will smile rather than show disgust or displeasure. We Americans have a tendency to laugh when someone else laughs, as a sign of caring, and can really insult students who think that we are laughing at, rather than with them. A rather hard-eyed smile hides anger or embarassment, not enjoyment. Be alert.

When a problem arises in your classroom, a third person may tell you about it. A Buddhist never confronts another person if there is a problem, because being the source of discomfort or anger to another leads to reduced status in the next life. Therefore, disagreements are routinely settled by way of a go-between who merely reports a problem, thus is not the cause of any hard feelings. Accept these reports not as tattling, but as the normal means of problem-solving, and make your reply through that third person. Also, if you perceive a problem, you probably will solve it more successfully by noticing who is a friend of your target, then asking that person's help. If your students are more advanced, they probably can be dealt with directly, because they are becoming acculturated. If you see smiles which may show displeasure, try a go-between to ask if there are any problems. When you show this sensitivity to their customs, your students may be surprised, and will definitely be pleased. After a while they will relax and be able to handle our direct problem-solving methods.

The idea of fate is prominent for many Buddhists. A person is generally expected to deal with the circumstances of the present life with good will and open acceptance, as the assigned role for this round of existence. To try to improve one's status is considered an affront because it indicates dissatisfaction, and therefore contains the possibility of reduced status in the next life. This attitude, obviously, can sidetrack a student's motivation to learn or to work out problems as we would.

Many groups consider cow's milk to be unacceptable food on a religious basis. This is understandable from an American point of view, if one realizes that many Asians lack an enzyme that is needed to digest milk. They can handle yogurt or cheese better, but may wish to honor their religious restrictions. Check this out before insisting that milk products be consumed as part of a lunch or a snack.

Animism is a religion that ascribes spirits to all things in life, animal, vegetable, mineral, or man-made. Illness or problems can arise if the spirit of a part of the body leaves its normal location for some reason. Prayers are said for the return of the spirit by family and friends, and white prayer strings are tied on the victim of the problem. This belief has been the cause of many misunderstandings by Americans. We focus on physical, rather than spiritual means of healing. Astute teachers and care-givers find ways to accommodate animism and Buddhism in the course of modern medical treatment. For example, we can repair the affected part, then ask for prayers to help the healing become complete. Again, an ethnic counselor can be of great help in creating an understanding, cooperative situation, rather than a confrontation.

The idea of "face", which is basically self-esteem, must be regarded as very important, especially when you are working with refugees who have many serious problems. Concentrate on the idea that you are teaching what they need to know in order to get along. Operate from the perspective of showing correctness, not pointing out errors or faults. You want to give them information on the correct ways of dealing with various situations. Errors need not be mentioned. If you work from a negative perspective, waiting for errors to show up, then using the individual as an example you are causing loss of face.

Most people who are new to the United States have cultural assimilation problems. Although there may be many others here who are of the same ethnic background, their attitudes about ways to get along in daily life have changed significantly from those in the old country. Let your students know that no one is without problems. When we change locations, the problems in the new place are just different from the problems we left.

Cross-cultural errors are basically interpersonal. Once you recognize that you have made an error, it's not the end of the world. Just don't repeat it. You are working with individuals, not stereotyped cultures. Give the same regard to the feelings of your students that you would to those of your friends.

What I have tried to outline in this publication are matters that may affect some people, but are not the limits within which we must operate. They are meant only to help shed some light on possible sources of misunderstanding in interpersonal relations between you and your ESL students.

TEACHING THE NON-LITERATE/ILLITERATE ADULT

A non-literate adult is one whose culture has not included written language, and who has had no experience with written language. An illiterate adult is one who knows that written language is used in the culture, but has not learned how to put it to personal use.

Conventional understandings have been that adults learn language cognitively once successful language patterns become set, at about age fourteen. Any new linguistic information must somehow relate to previously learned items. Therefore, the great temptation for both teacher and student is to promote the translation of lexicon at the expense of establishing linguistic patterns used in social interaction. When we are working with adults who have had previous academic training, we can assume that they have learned how to study and to assimilate knowledge, as we did during our own education. Our task is usally fairly simple: explain, provide a few practice exercises, and the student will independently take care of repetition and assimilation of facts. Most ESL textbook programs assume that the student has acquired literacy skills.

What happens when a student is not able to cope with standard programs? What if listening, understanding, reading, and writing -- the four basic components of most lessons -- are too overwhelming? If a student is illiterate or not-literate, we need to find a way of introducing literacy skills. Both teacher and student feel frustration, especially if there is not an interpreter to work bilingually. The student who comes through the refugee camp system today will have had a few months of training in ESL, but may not have permanently acquired the skills needed to cope with standard classroom materials, or for communicating in real-life situations.

The program in Ames has led us to the conclusion that adult language acquisition in this situation somewhat parallels childhood experiential learning. True literacy ability has not been evident until after an oral language base has been established. Rather than starting with reading and writing skills, audio-lingual methods worked better at first. Initially, the standard approach of introducing reading and writing along with oral-aural work has been more than the non-literate could handle.

There are literacy programs available that begin with number concepts. Numbers can be made very concrete by dots, by counting objects, and by pictures of those objects. The pictures help the student see the transfer from concrete items to symbolic representation on paper. As in curricula for youngsters, matching, connect-the-dots, and shape recognition exercises draw the student toward the ocular and muscular skills needed for reading and writing.

Number concepts are immediately useful to an ESL student because so many parts of personal identification are number codes. In working with numbers first, the teacher can help the student to recognize that different orders of symbols have different meanings, that the order in English goes from left to right, and that certain practice methods make learning easier. Once numbers are under control, the alphabet can be introduced more easily because the concept of a written symbol for an idea or for something concrete will have been established.

Writing something on paper can be a rather traumatic experience, because it denotes importance and permanence. Naturally, your student may be very afraid of making an error. A chalkboard, a magic slate, or a wipe-off message board can help a student because any errors can be corrected. Once an acceptable product is achieved, the student can copy it into the workbook or onto paper. Make any corrections having to do with the language lesson on the correctable surface. The final copy should be viewed as an exercise in writing (physical), not as a language lesson.

Standard classroom chalkboards are the best mode for the aforementioned writing drills because the large-muscle movements help set the patterns for the movements needed in order to put the symbols on the paper. If there is no chalk board available, it is good to have the students practice writing in air. You may not have time in your program to teach cursive writing, but "real" signatures are in cursive. After they learn manuscript you can give your students a real sense of achievement by showing them how to write their personal information in cursive. Since most text books are in manuscript type, you should continue to use it in your own writing, even if the students all know cursive.

Once the literacy skills hurdle has been surmounted, your students should be able to compete with others in an ESL program using materials which develop all four language skills. The students should also have acquired study skills and the ability to work independently during literacy exercises.

CHECKLIST OF CONCERNS

The most effective ESL teacher is one who maintains professionalism while beginning with the students at their level of expectations. A large part of what we teach is culture and how to deal with it. The following checklist is intended to review topics which may have a direct bearing on how well the teacher can reach the student, and how well the student is able to respond.

Who are your students? Are any of your students refugees?

What are the linguistic backgrounds of your students?

What special native language/English contrasts are there?

How do the aspects of student/teacher/education relationships in the native culture contrast with those relationships in the U.S.A.?

Do any contrasts pose possible barriers to the type of class that you prefer to conduct? If so, how can you modify your approach to give reasonable comfort to your students, and thus promote learning?

If you modify your approach at first, how can you later help the student become acculturated to your classroom methods?

Do you sense any troublesome barrier between your culture and the student cultures(s)? What can you do to minimize the problem?

Do you know whom to contact if you need the help of an ethnic consultant or counselor?

Lars Mellgren and Michael Walker, New Horizons in English, Books 1 and 2, Addison-Wesley Publishing Company, Inc., 1980.

This text has a simplified curriculum which works well for classes which meet only a few hours a week. It uses the most common vocabulary words and long-accepted idiomatic expressions. It is aimed at students who are not necessarily academically inclined, but who need to communicate in standard American English. No one ethnic group is singled out. Women are sometimes depicted in traditionally male roles while men may be shown in domestic roles. This strategy opens opportunity for cultural orientation discussions. The teacher can expand various aspects of the lessons to meet the needs of the students.

Richard C. Yorrky, et. al., English for International Communication, Book 3, American Book Company, Litton Educational Publishing, Inc., 1978.

This text provides a complex curriculum which is intended for intensive courses which meet daily, and whose students are preparing to study in English speaking educational institutions. The level of vocabulary is much higher than the New Horizons in English series. It has been used in our program to re-teach concepts and broaden the students' vocabulary base. There is plenty of challenge in these books to keep students interested, and to improve literacy skills, although the sentence structures presented are familiar.

For Non-Literate Students

Kthleen Kelley Beal, Speaking of Pictues, Books 1, 2, and 3, Steck-Vaughn Co., 1981

This is definitely a survival English series. Rudimentary conversations and vocabulary are built around full-page illustrations. There are basic bits of language to be memorized, and a simple vocabulary list. A few written exercises are provided, and they usually introduce other language concepts than those to be memorized. This is a skeleton curriculum, and the individual teacher is expected to adapt the material to the needs of the class. In Ames it was used to provide an aural-oral cushion of language from which our non-literate students could move into a standard text. Students were not able to do the exercises in writing, but could do so orally. The teacher modeled the written answers, and the students copied them. Penmanship was taught as an extra activity, and the copied exercises provided meaningful practice.

Children's Books

There are many children's books that can be very helpful in your efforts to teach ESL. However, there are many that will be sources of frustration, too. Remember that your students are adults. Any children's books that you use will need to meet certain criteria. The following are suggested criteria:

Is the material written in standard American English?
Is the material explicitly illustrated for maximum comprehension?
Does the material provide information that is useful to an adult?
Is the vocabulary limited, or is there a glossary?
Is the material used as the principal basis of instruction, or is it used as a supplemental activity?
If the material was written for children, does the adult enjoy working with it?

WORKING WITH A PRE-SCHOOL PROGRAM

The presence of a pre-school in conjunction with classes for adults does not generally involve the teachers in the adult program on a day-to-day basis, unless the teachers wish it to be so. However, there are a few things to keep in mind.

One is that the whole program may need to be coordinated with the local K-6 schedule. If your classes meet during the day, as those in Ames do, school vacations usually mean that older brothers and sisters need to be provided for, or that adult classes should also be recessed. When we have held classes without regard to parent-teacher conferences, for example, we have noticed significant absenteeism. Those parents who do come have been permitted to bring their older children too, on those days. It is understandable that some want to take advantage of the children's school situation to have special activities or to schedule other appointments.

The children's pre-school program means that parents usually can give full attention to classwork. This is of obvious benefit to the teacher, who can depend on regular attendance. Since attendance is regular, lesson plans can have much more continuity, and so greater progress is possible.

The presence of the children's program can be a slight deterrent at times. A child may need to be comforted, causing the parent to miss some of the class. However, that's a small price to pay when the parent would not otherwise be able to attend at all.

If the family is new to the program, there is an orientation period when the child refuses to be separated from the parent. We have encouraged the parent to stay in the children's area for a while, and to play with the child and the toys there, then to leave quietly. This usually is enough to help a child become interested in the group. Often a child who is new to the pre-school does need to come into the adult classroom for a while. We have permitted this as long as the child can be quiet. We have not permitted snacks or toys in our area, as those are in the children's area, and the child is thus encouraged to go there. It may take as long as a month before the child is totally assured that the parent is nearby and that all is well. Usually it takes only a few sessions. The long-term goals are more important than any temporary problems. Parents are helped to feel that any problems with children are understandable, and should not be sources of embarrassment. The teacher in the adult program needs to be flexible and encouraging, rather than demand rigid standards or rules related to parent-child contacts at the attendance site. The goal is orientation to American expectations, not orientation to conflict.

THE EXPERIENCE OF LOSS

By

Charles G. Ray
Associate Director
Lakeview Associates

Since 1975 a continuing series of convulsive political events unprecedented in post World War II history have resulted in the disruption of whole societies and displacement of millions upon millions of human beings. The catastrophic distruction and upheaval in Indochina, continuing tensions in Eastern European, Middle Eastern, and African countries, the Mariel boatlift, and the Haitian-Caribbean Basin problems have left millions living in the limbo of first asylum camps and hundreds of thousands of refugees in the difficult situation of creating new lives in compassionate but often strange and radically unfamiliar countries of second asylum.

The refugee experience, however humanely handled, is one of extreme loss. The difficult paths leading to the first asylum camps are literally "trails of tears", during which not only lives are lost but as the shock of initial traumas fade, come the horror and disorientation associated with the loss of family, community, culture and hope.

The capacity of the refugee to "bear the unbearable" in order to insure the survival of their families and their tenacity in establishing new homes and communities despite every adversity has been well publicized. Yet the passage of countries of final asylum have only magnified the extend and depth of their loss.

Dr. Elizabeth Kubler-Ross's pioneering work on death and dying points out the critical roles of grief and mourning as key issues in developing life enhancing responses to personal loss. Her work also speaks to the cost to the human spirit when the grieving process is denied, fixated, or incomplete. It is the emotional cont of community, family, and indivdiual care which promotes the integration of loss into personal life.

It is precisely this central element of social and emotional support that no longer exists for the refugee. The loss of all that is known and familiar comes at the moment when only the known and familiar could give comfort.

Cut off from their past, uncertain of the future, refugees endure a present characterized by pervasive anxiety, new challenges, and scant resources.

These forced to remain for extended periods in first asylum camps face a growing

challenge: that of "camp syndrome". Described as being "too many people, in too small a space, for too long a time, with too much uncertainty" children and adolescents are being raised without benefit of a stable culture or family system.

Data reported in the Refugee Reports, Vol. 4, No. 3, indicate that up to 50% of the presented complaints by refugees in outpatient medical settings appear to be stress related. High levels of stress and concommitant depression are reducing the resistance to disease. The stress-related illnesses have serious implications on the long term struggle of refugees in gaining emotional and economic independence. The personal cost of mental and emotional distress is further compounded by the resulting heavy drain on expensive and scarce medical resources.

Examples of stressors identified in a number of studies of the resettlement process include the following:

1. Profound cultural and societal norm differences in asylum camp environments as well as final countries of asylum.
2. Language and communication difficulties.
3. "Survivor Guilt".
4. "Camp Syndrome".
5. Severe trauma and shock increasing over time as a result of cultural displacement, loss of cultural matrix and continuity, and the growing realization of improbability of returning to the native culture of origin.
6. Chronic anxiety regarding future uncertainties.
7. Lack of availability of entry level jobs, particularly those meeting specific cultural values or those concommitant with prior positions held in one's own culture.
8. Inadequate or inappropriate living arrangements.
9. Experience of conflict with ambivalent host cultures, particularly the concept of marginality in which people, particularly adolescents, are caught in the gap between the lost culture of origin and new culture in which they live.
10. Disruption of traditional family support and community support systems resulting in generational conflict, lack of culturally approved social and emotional support systems and male/female, husband/wife, role changes.

The individual refugee's emotional well-being is affected by an extremely complicated multi-caused matrix of stressors coloring every aspect of daily life. Symptoms noted in a review of literature includes: psychosomatic delayed stress disorders, depression, multi-form anxiety reactions, post-traumatic delayed stress disorders, marital and family conflicts, and aggressive behavioral disturbances.

The development of multi-cultural, multi-lingual programs both within the United States and other asylum countries and first and second asylum camps are aimed at providing vital emotional support in a culturally relevant and acceptable manner

to the refugee. An excellent example is the Community Mental Health and Family Services Program developed within the last two years in the Philippine Refugee Processing Camp, Bataan, Philippines. Mr. Steve Munsey, the Director of this innovative project has developed a multi-lingual, multi-cultural program which seeks to provide vital supportive emotional Western and culturally relevant techniques. This program funded by a generous grant from the Norwegian Government and encouraged by both volunteer agencies and the Philippine case management structure, has also taken lead in the development of a paraprofessional training program to train refugees, It provides emotional support services within the camp. Programs like these are relatively new as is the entire field of cross-cultural mental health prevention and treatment.

It is only through the care of the whole person in a manner which respects cultural and value differences taht the trail of tears and the experience of loss can be tempered and softened through human compassion and the blooming of new hope.

POST-TRAUMATIC STRESS DISORDER

DIFFERENTIAL DIAGNOSIS. ADJUSTMENT DISORDER WITH ANXIOUS MOOD.

DIAGNOSTIC CRITERIA.

A. EXISTENCE OF A RECOGNIZABLE STRESSOR THAT WOULD EVOKE SIGNIFICANT SYMPTOMS OF DISTRESS IN ALMOST ANYONE.

B. REEXPERIENCING OF THE TRAUMA AS EVIDENCED BY AT LEAST ONE OF THE FOLLOWING:

(1) RECURRENT AND INTRUSIVE RECOLLECTIONS OF THE EVENT
(2) RECURRENT DREAMS OF THE EVENT
(3) SUDDEN ACTING OR FEELING AS IF THE TRAUMATIC EVENT WERE REOCCURRING, BECAUSE OF AN ASSOCIATION WITH AN ENVIRONMENT OR IDEATIONAL STIMULUS.

C. NUMBING OF RESPONSIVENESS TO OR REDUCED INVOLVEMENT WITH THE EXTERNAL WORLD, BEGINNING SOME TIME AFTER THE TRAUMA, AS SHOWN BY AT LEAST ONE OF THE FOLLOWING:

(1) MARKEDLY DIMINISHED INTEREST IN ONE OR MORE SIGNIFICANT ACTIVITIES
(2) FEELING OF DETACHMENT OR ESTRANGEMENT FROM OTHERS
(3) CONSTRICTED AFFECT

D. AT LEAST TWO OF THE FOLLOWING SYMPTOMS THAT WERE NOT PRESENT BEFORE THE TRAUMA:

(1) HYPERALERTNESS OR EXAGGERATED STARTLE RESPONSE
(2) SLEEP DISTURBANCE
(3) GUILT ABOUT SURVIVING WHEN OTHERS HAVE NOT, OR ABOUT BEHAVIOR REQUIRED FOR SURVIVAL
(4) MEMORY IMPAIRMENT OR TROUBLE CONCENTRATING
(5) AVOIDANCE OF ACTIVITIES THAT AROUSE RECOLLECTION OF THE TRAUMATIC EVENT
(6) INTENSIFICATION OF SYMPTOMS BY EXPOSURE TO EVENTS THAT SYMBOLIZE OR RESEMBLE THE TRAUMATIC EVENT.

SUBTYPES

POST-TRAUMATIC STRESS DISORDER, ACUTE

A. ONSET OF SYMPTOMS WITHIN SIX MONTHS OF THE TRAUMA

B. DURATION OF SYMPTOMS OF LESS THAN SIX MONTHS.

POST-TRAUMATIC STRESS DISORDER, CHRONIC OR DELAYED

EITHER OF THE FOLLOWING, OR BOTH:

(1) DURATION OF SYMPTOMS OF SIX MONTHS OR MORE (CHRONIC)

(2) ONSET OF SYMPTOMS AT LEAST SIX MONTHS AFTER THE TRAUMA (DELAYED)

*A WESTERN VIEW OF CULTURAL DIFFERENCES

(A response to Dr. Mai Van Trang)

W	E
We see time as valuable. We use it as a measure of our accomplishments.	You don't worry about the passage of time. You disregard the value of other people's time.
We like to actively produce. We learn by doing.	You seem unwilling to disturb the air. You feel harmony when you are still.
We think fast and then act. Just thinking about a problem never solved it.	You think and think before you act.
We try to build a better world. We try to take care of people and make their lives happier.	You see pain and suffering as a normal part of life on earth. You believe people should accept suffering.
We rearrange nature to meet the needs of people.	You leave nature alone.
The world is a better place because of our technology. Our technology feeds most of the human race. We are proud of things that we have invented that make life easier and healthier and longer for people.	You seem to disapprove of our rapid technology growth. You don't consume as much as we do, but you don't replace what you consume. You don't plan for the future of the human race, only your own family.
We create our own meanings as our lives change.	You live to fulfill duties that someone else has given you.
We enjoy life in the moment. Experiences have meaning at the time that we have them. We make our own happiness in our own lifetimes.	The meaning of your life is determined by a network of roles and relationshps that spans generations.
We love to argue and refine thought and opinions because that's how we grow and change. We love to talk about our differences and we believe in compromise and collaboration. We negotiate everything.	You don't seem to communicate with each other. When you disagree with someone they never know it, you view silence as polite, we never know what you really think or feel. You smile and then withdraw.
Our marriages enhance our happiness. We are romantics who want to be in love with our mates.	Your marriages seem to be only practical, a set of duties and obligations imposed on you by your families.

W	E
We like our children to be active and full of life. We teach them very early to depend on themselves and express their opinions to us.	Your children are so quiet and well-behaved. You teach them to fear you
We believe that demonstrating our happiness makes others happy too.	You keep your happiness quietly inside you.
We find out about other people by the way they show their feelings.	You don't show your feelings. It's impossible to know how you feel about something.
We cannot justify self-denial. We believe we have only one life and it is our duty to find happiness in it by doing good works.	You accept any unhappiness as punishment for bad deeds in other lives. Self-denial is a badge of goodness to you.
Poverty means you have no will to help yourself. Our ancestors viewed porverty as a sign of God's displeasure for secret sins. Children are expected to learn to earn their own way, and not rely on their parent's wealth or reputation.	You see poverty as something you can't change. If you are wealthy you hide it.
If more property makes life easier and happier, then why shouldn't we acquire it? We work hard to earn life's comforts.	You seem to equate leisure and comfort with laziness and selfishness. You don't focus on the present, only on the past and the future.
As we grow older, we earn a rest. We expect younger people to take over the task of achievement and let us relax.	You still expect old people who have worked hard to lead your families.

*Source: Indochinese Materials Center

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Iowa Department of Public Instruction

Ames Community Schools

Iowa State University

Heartland Area Education Agency
(esp. Bill Clark, who was the first to respond to the need.)

Iowa Refugee Service Center

The People Place of Ames

Saint Cecelias Parish of Ames

Hawthorn Hill (Des Moines)

Boone Community Schools

Indianola Community Schools

Perry, Iowa volunteers

Pella Community Schools

First Reformed Church (Pella)

Junior League of Des Moines

Head Start Program

Sacred Heart Parish of Boone

All the teachers who contributed their minds and hearts to serving refugee adults and children.

All the sponsors and volunteers who have shared in the efforts.

A special recognition is due Mr. Dick Murphy for his constant dedication to helping refugees throughout the long period of resettlement, and in particular for his support and involvement in encouraging and organizing educational services for refugee children and adults.

X Appendix A

OPERATIONAL PLAN

ADULT PROGRAM

1. Adults will be instructed in classrooms in the same buildings as the preschool program.

2. Classes will meet on Mondays, Wednesdays and Fridays from 1:00 to 3:00 PM during the same time that the K-12 children are in school.

3. Volunteer tutors will be utilized for supplementary instruction on a one-to-one basis.

4. Some supplementary materials will be made available to the adult students in a small library in the classroom. These may be checked out for home use.

5. Survival English skills and cultural interpretations of American life will be emphasized.

6. Teacher/student ratio will be 1 teacher to 10 students.

7. Daily Schedule:

   1:00-1:30 Warmup

   Visual aids will be used for oral review of previous subject matter. Vocabulary and manipulative skills based on the visuals are to be reinforced. Stubborn pronunciation problems are to be drilled periodically.

   1:30-2:00 New cultural concepts and language skills based upon familiar subject matter are introduced and practiced.

   2:00-2:15 Conversation Break

   This time is utilized in various ways. Mothers may visit the preschool to nurse their infants and observe the program; zero-level students may converse in their native languages; more advanced students will generally converse with each other and the instructor in English.

   2:15-2:40 Continuing practice of new skills.

   2:40-2:50 Visual and oral introduction of new subject matter.

   2:50-3:00 Students practice writing on the chalkboards.

PRESCHOOL PROGRAM

1. Classes meet in a special nursery room in the same building and at the same time as their parents meet.

2. Classes meet for two hours, three times a week, normally on Mondays, Wednesdays and Fridays from 1:00 to 3:00 PM.

3. Children from infants to school age will be included. Children attending Head Start or kindergarten in the morning will also attend the preschool to maximize their exposure to English.

4. Staff/child ratio will be one adult to five children.

5. Daily Schedule

   1:00-1:10 Free play

   1:10-1:30 Infants to age two - free play, large-and-small-motor activities.

   Babies are always held (to meet cultural expectations) and talked to.

   Children 2½ to 4 - simple games emphasizing color, vocabulary, shapes, following directions, listening, speaking.

   Children 4-6 years - more advanced games emphasizing numbers, shapes, colors, following directions, listening, speaking.

   1:30 - (Continues till children become restless - about ½ hour) Songs, books, finger play, etc. Emphasis on participation to maintain attention.

   2:00-2:15 Bathroom and snacks

   2:15 Outdoors if weather permits. Infants remain indoors. Indoors - cutting and pasting, usually items for classification (food, animals, fruit, etc.)

   2:35 Physical game or song if indoors (London Bridge, Hokey Pokey, Here We Go Round the Mulberry Bush, etc.)

   2:40-3:00 Group time - singing and books. Emphasis on participation to draw in all children and maintain attention.

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ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
OCT 25 1985
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